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ABSTRACT

Presented are the results of a survey of opinions of state directors of special education on short and long range planning for the efficient delivery of Regional Resource Center (RRC) services to state education agencies (SEAs). Listed among the research questions asked is "What are the opinions of state directors of special education on a number of specific questions related to the structure, activities, and management of the RRC system?" The survey instrument is noted to include 38 statements on the management and structure of a hypothetical "ideal" RRC system, 51 statements reflecting potential service needs of state education agencies in six areas (including fiscal needs), and nine questions on the structure and activities of the RRC system. The bulk of the document consists of tables in two sections: section I on management and structure and section II on SEA needs and the emphasis RRCs should extend in meeting each need. A final section includes the answers to 10 questions related to structure and activities of the RRC system. Appendixes contain a brief outline on the background of RRCs, a copy of the survey instrument, a list of states responding to the survey form, and the names and addresses of Consumer Input Conference participants who helped develop the survey instrument. (SBH)

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Report of

A SURVEY OF OPINIONS OF STATE DIRECTORS OF SPECIAL EDUCATION

ON REGIONAL RESOURCE CENTER SERVICES

Prepared by

The National Association of State Directors of Special Education

for

Bureau of Education for the Handicapped
Division of Media Services/Learning Resources Branch

December, 1976

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INTRODUCTION

This is a report of a survey of opinions of state directors of special education on Regional Resource Center Services conducted by the National Association of State Directors of Special Education (NASDSE, Inc.) in cooperation with the Bureau of Education for the Handicapped/Division of Media Services/Learning Resources Branch.

The objective of the study and the rationale for the design of the study format was to provide information to the Bureau of Education for the Handicapped for short range and long range planning for the efficient delivery of RRC services to state education agencies. Specifically, the survey addresses the major question of how to achieve maximum impact in meeting identified needs from a limited amount of resources.

It was also the intent of the study to identify general needs of state education agencies which might also go beyond the RRC authority (as specified in federal law and regulations) in order that other service providers may address these needs, including other divisions in BEH.

The data provided in this report may also serve a useful purpose for the present and future deliverers of RRC services.

Research Questions

The study was designed to provide consensus data for answering these questions:

1. What are the opinions of state directors of special education on a number of specific questions related to the structure, activities and management of the RRC system?

2. What are the priority service needs of state education agencies? Do these needs differ between states in single state RRC regions and states in multi state RRC regions?

3. On which needs should RRC contractors place priority emphasis in delivering services to SEAs? Do these differ between states in single state RRC regions and states in multi state RRC regions?

4. What are the identified needs of SEAs which other (than RRC) service providers may address, including various divisions within BEH?

Approach

The approach used to answer these questions was to survey all of the state directors of special education and a selected number of other consumers of RRC

services as to their opinions on 98 discrete items judged to have potential input for planners and deliverers of RRC services.

Development of the Instrument

The content and format of the survey instrument used to collect opinions was developed by a task force of 30 persons representing state directors and other consumers of RRC services at a two-day conference held in Denver, Colorado in June, 1976. The item statements were shaped and refined by NASDSE staff subsequent to the Denver conference but the content is basically that produced by the conference participants. Participants were selected to provide a fair representation of single states (RRC) regions, multi state regions, rural and urban LEAs, institutions, and private schools.

The instrument, as mailed, contained three sections:

1. Thirty-eight statements on the management and structure of a hypothetical "ideal" RRC system. Respondents were asked to mark the extent they agreed or disagreed on a five point scale with each statement.

2. Fifty-one statements reflecting potential service needs of state education agencies, clustered in six areas: model program needs, fiscal needs, and service delivery modes. Respondents were asked to respond to each statement twice, indicating:

   - the extent (five point scale) of need for the state education agency
   - the amount (five point scale) of emphasis the RRC should place on meeting this type of need

3. Nine questions on the structure and activities of the RRC system. Respondents were asked to provide answers and comments in the space provided in the survey form.

   A sample survey instrument is included in the appendix of this report.

Treatment of the Data

A special computer program was written for the calculation of the data. In computing and analyzing the data means and standard deviations were the statistical calculations used. The mean (m) was considered the index of importance and the standard deviation (SD) the index of consensus.

A high mean was an indication of high rank, or high priority, while a high SD (above 1.00) was indicative of a wide range of disagreement among the respondents. Following this logic, the lower the mean, the lower the rank or priority for a statement; the lower the SD, the greater the consensus on the

mean score among the respondents. Standard deviation is indicative of the true position of the mean.

Data was analyzed and reported for each referent group

- single states (RRC Regions)
- Multi states (RRC Regions)
- all states
- other consumers

Following are the techniques used:

Section I (Management and Structure)

The mean and SD for all items for all SEA respondents was computed. That score became the "dividing line" by which each single item (based on its mean score) fell above or below the line. Those above the total mean were considered "high priority" and those below the mean were considered "low priority". Computations were also made for each referent group for comparative purposes.

Section II (Needs - RRC Emphasis)

The same technique was followed for items in Section II, which reported SEA needs and the emphasis RRCs should extend in meeting each need. By obtaining a score on each dimension, it was easy to place each item in one of four quadrants for simple analysis and comparisons: 1) high need/high emphasis; 2) low need/high emphasis; 3) high need/low emphasis; and 4) low need/low emphasis. The quadrant explanation is shown graphically in Table 6, on page 11. This device was followed in reporting data from each referent group.

Section III (Structure and Activities of RRC System)

The responses from each referent group were combined and reported by referent group. In some cases the responses were edited for grammar when appropriate, or eliminated to reduce redundant statements.

Reporting the Data

The data, as computed and analyzed by the procedures described, is reported in a series of tables on the following pages. The reader should keep in mind the rationale for the study (page 1), the statistical rationale for the treatment of the data (page 2), and the survey format (appendix) when reading the following tables, which report the data section by section.

Limitations of the Study

The data elements in the following pages contains opinions of consumers of Regional Resource Center services, and as such, should represent valuable input to BEH planners and decision makers. Respondents to the study and report readers should recognize, however, that the data contained herein is subject to or constrained by the authority of P.L. 91-230 (authorizing RRCs) and regulations (see appendix), and must be interpreted by the reader in light of the total content and purpose of the study.

The findings presented in the following tables do not necessarily speak for themselves. They are presented and arranged in a format to allow for easy analysis, however, several interpretations are possible.

Finally, readers are reminded that the data and the framework for presenting the data represent the opinions of those persons who completed the survey instrument on the particular day that the survey was completed. And since the survey was conducted and completed prior to publication of the proposed regulations for P.L. 94-142, one might expect to find new, specific needs not addressed in the survey questionnaire.

SURVEY RESULTS

SECTION I

TABLE 1

RETURNS BY REFERENT GROUP

Group	Number	Returns	Percent
Single State Regions	6	5	83
Multi-State Regions	50	32	64
Other Consumers	13	6	46

TABLE 2

EXTENT OF AGREEMENT ON 38 ITEMS REGARDING MANAGEMENT AND STRUCTURE

Group	Mean	S.D.
Single State Regions	3.07	1.40
Multi-State Regions	3.10	1.26
Other Consumers	3.35	.96
All States	3.09	1.28

TABLE 3

HIGH PRIORITY ITEMS ON MANAGEMENT AND STRUCTURE
ITEMS RANKED ACCORDING TO MEAN SCORES FOR ALL STATES

MEAN FOR ALL ITEMS= 3.09

	STATEMENT	MEAN	SD
11.	BEH should notify SEA upon funding projects in that state.	3.94	.31
14.	All bidders must identify procedures for describing and addressing state needs in their proposals.	3.92	.26
22.	Regional Center workscopes should be flexible so that each RRC could expand and fund programs according to SEA needs.	3.87	.33
28.	RRCs must always work through SEAs for services delivery and other operations.	3.85	.42
31.	States must communicate their needs to the RRC with clear statement of priorities.	3.84	.42
6.	In multi-state regions advisory boards for RRCs composed of state directors or their designees are encouraged.	3.80	.71
36.	Fiscal year must be the same for RRCs, ALRCs, SEAs.	3.72	.67
10.	All discretionary programs funded by BEH--including RRCs--should show relationships to the State Plan and Priorities.	3.68	.73
30.	RRCs should emphasize concepts which can deal with large population areas as well as the rural and remote areas.	3.68	.76
2.	There should be national coordination between CORRC, RRCs, and SEAs so that all regions could share program activities and innovative developments.	3.55	.86
15.	Present funding of RRC system must increase to at least the authorized levels.	3.53	.81

TABLE 3

High Priority Items on Management and Structure

	STATEMENT	MEAN	SD
9.	RRC bidders should base their proposals upon needs of states in the region in the area of education appraisal and programming.	3.48	.90
26.	Each state should have the option of combining the ALRC/RRC activities under one state coordinator.	3.47	1.02
32.	Staff administration of RRCs must be understandable and consistent with budget logic. For example: • Rate scheduling - be consistent with state operation and travel/per diem costs. • Salary differences/ALRC vs. RRC/travel restrictions, etc., need to be resolved.	3.44	.91
38.	Legislation should be redrawn combining the present ALRC and RRC systems into one program.	3.42	.94
17.	It is recognized that no resource center can provide direct services to all children. Therefore, centers should develop processes through which they provide or cause to be provided requested services.	3.40	.83
37.	Each RRC should access state's need for delivering required (mandatory) services.	3.33	1.08
12.	Procedures for consumer input must be established (input conferences, position papers, etc.) for the RRC system.	3.28	.98
33.	Periodic third party evaluation of RRCs should be conducted and reported to consumers and BEH.	3.25	1.08
19.	There should be national coordination among SOVI, SOHI, SOMD, SOCH and the states.	3.24	1.24
29.	RRCs and SEAs should work cooperatively with institutions of higher education regarding training.	3.22	1.14
23.	RRCs should study present accountability procedures for determining an effective and more efficient accountability system.	3.05	1.13

TABLE 4

LOW PRIORITY ITEMS ON MANAGEMENT AND STRUCTURE
ITEMS RANKED ACCORDING TO MEAN SCORES FOR ALL STATES

MEAN FOR ALL ITEMS=3.09

	STATEMENT	MEAN	SD
18.	BEH should study presently funded programs serving across regional and state lines with an objective to combine duplicate programs and programs with similar functions into one delivery service.	3.02	1.31
27.	Multi-state regions should allocate funds to SEAs on the basis of differential state needs.	2.88	1.36
1.	Since conditions are different in each state, each state should have a choice of being in a single-state or multi-state region.	2.85	1.54
16.	Direct services as part of demonstration models must continue to be an integral part of the RRC program.	2.80	1.24
13.	There should be a new awards system allowing BEH to negotiate with all bidders for the best program.	2.68	1.22
7.	Every state should have the right to operate as a single-state region.	2.58	1.61
3.	BEH should encourage formal procedures to allow for increased communication with LEAs on RRC activities.	2.51	1.40
34.	RFP for RRCs should include among eligible bidders anyone who can efficiently perform the work.	2.50	1.53
20.	Federal agencies should provide national leadership and modeling to get state and local agencies to work together.	2.50	1.58

TABLE 4

Low Priority Items on Management and Structure

	STATEMENT	MEAN	SD
21.	The regional centers should develop information systems of all services available in the nation to meet the needs of a particular child.	2.40	1.31
4.	BEH should continue to award RRCs on a contract basis.	2.38	1.53
24.	RRCs should eliminate all activity which takes away staff time in carrying out program functions.	2.33	1.21
35.	Services to Deaf/Blind should be channeled through the RRCs.	2.29	1.67
8.	Consideration should be given to a realignment of the existing regions to match HEW regions.	2.18	1.37
5.	RRCs should be awarded on a grant basis.	2.16	1.54
25.	Uniform cost rate for RRC contracts and sub-contracts should be established on a national basis.	1.59	1.33

SECTION II

TABLE 5

Extent of Need-Extent of RRC Emphasis

MEAN SCORES FOR ALL ITEMS
BY REFERENT GROUP

Group	Extent of Need Mean	Extent of RRC Emphasis Mean
Single State Regions	3.30	2.36
Multi State Regions	2.97	2.47
Other Consumers	3.05	2.59
All States	3.01	2.45

TABLE 6

EXPLANATION OF QUADRANTS
FOR PLACEMENT OF STATEMENTS

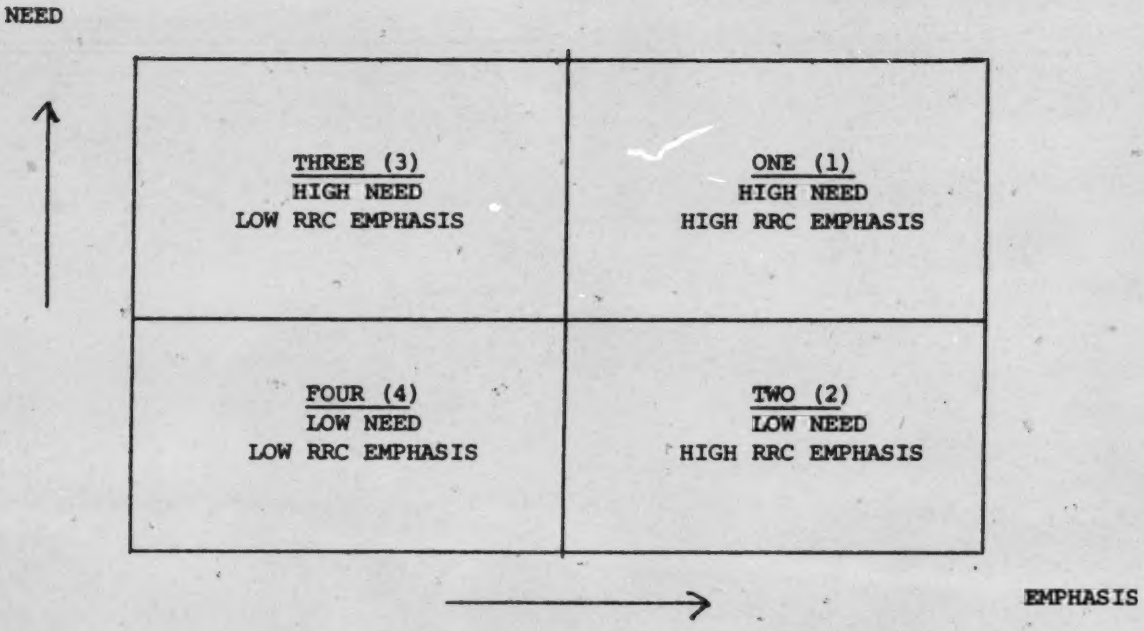


TABLE 7

COMPARISON OF NEED-EMPHASIS QUADRANTS FOR EACH ITEM
AS EXPRESSED BY EACH REFERENT GROUP

CATEGORY AND STATEMENT NUMBER	ALL STATES	SINGLE STATES	MULTI-STATES	OTHERS
Model Program Needs				
1. Model curriculas for the severely, profoundly and multi-handicapped.	2	2	2	1
2. Coordination and communication among SEAs and USOE on trends, statistics, etc.	4	3	4	4
3. Definition of "appropriate education" as related to 94-142.	3	3	4	1
4. Knowledge of federal projects in my state which are being funded and/or continued.	4	3	4	3
5. Interaction with SEAs and RRCs to exchange and discuss problems, concerns, solutions.	2	2	2	1
6. Awareness of projects around the nation which are worthy of replication.	1	2	1	1
7. Assistance in developing a system to determine excess cost data from LEAs.	3	3	4	4
8. Assistance in providing programs for emotionally handicapped children.	3	4	3	4
9. Knowledge of other agency programs.	4	4	4	4
10. Assistance in developing and implementing non-discriminatory testing and assessment practices.	1	1	1	2

TABLE 7 (continued)

COMPARISON OF NEED-EMPHASIS QUADRANTS FOR EACH ITEM
AS EXPRESSED BY EACH REFERENT GROUP

CATEGORY AND STATEMENT NUMBER	ALL STATES	SINGLE STATES	MULTI-STATES	OTHERS
11. Information about record keeping and data collection methods.	4	2	4	4
Inservice Training Needs				
12. Assistance in training of placement teams and/or committees.	1	1	1	1
13. Inservice training of LEA service personnel.	1	1	3	1
14. Improving SEA and LEA personnel skills in use of media and equipment.	4	4	4	4
15. Training of persons who may have role in legal aspects of special education.	1	4	1	4
16. Training of advocates, surrogates, parent groups on services available from special education.	1	1	1	4
17. Training of teachers (regular and special) in individual appraisal and prescriptive planning for handicapped children.	1	1	1	1
18. Training of teachers in developing and writing behavioral objectives.	3	1	4	4
19. Training of SEA and LEA administrators to resolve administrative problems connected with 94-142	1	3	1	1

TABLE 7 (continued)

COMPARISON OF NEED-EMPHASIS QUADRANTS FOR EACH ITEM
AS EXPRESSED BY EACH REFERENT GROUP

CATEGORY AND STATEMENT NUMBER	ALL STATES	SINGLE STATES	MULTI-STATES	OTHERS
20. Training to increase the SEA and LEA capacity to assess referred children.	2	1	1	2
21. Assistance in implementing individual educational plans as required by PL 94-142.	1	1	1	1
22. Training Hearing Officers as required by PL 94-142.	1	3	1	1
23. Training personnel to train parents to work with their handicapped children.	1	2	1	1
Service Needs				
24. Evaluation of appraisal process in LEAs.	4	1	4	4
25. Evaluation of placement of pupils in various educational programs.	4	3	4	4
26. Development of direct services network across all target population agencies.	4	4	4	4
27. Direct services needed beyond LEA capability. Any or all of: o referral system o comprehensive evaluation -medical -psychological -emotional -sociological -educational o financial support o direction center-including concept of"one-stop service"and followup.	1	4	1	4

TABLE 7 (continued)

COMPARISON OF NEED-EMPHASIS QUADRANTS FOR EACH ITEM
AS EXPRESSED BY EACH REFERENT GROUP

CATEGORY AND STATEMENT NUMBER	ALL STATES	SINGLE STATES	MULTI-STATES	OTHERS
28. A bank of resources for unanticipated crisis situations of local school districts.	4	4	4	1
29. Interface with other groups having like responsibility for children with handicapping conditions.	4	4	4	3
30. Regional child service programs for low incidence handicapped in sparsely populated regions.	1	4	1	4
31. Periodically bring together individuals who have the capacity to resolve problems.	1	2	1	1
32. Assistance in program evaluations, review and compliance monitoring.	3	1	3	4
33. Formalize communication systems which are occurring naturally, such as interstate SEA directors meetings, etc.	2	4	2	4
34. Coordinated planning between ALRC and RRC for developmental, innovative projects.	1	1	2	1
35. Assistance in the development of a data collection system as required by 94-142.	1	4	1	1
36. Development of uniform storage and retrieval systems (directional service support) which should include national, state, regional capability.	4	4	4	1

TABLE 7 (continued)

COMPARISON OF NEED-EMPHASIS QUADRANTS FOR EACH ITEM
AS EXPRESSED BY EACH REFERENT GROUP

CATEGORY AND STATEMENT NUMBER	ALL STATES	SINGLE STATES	MULTI-STATES	OTHERS
37. Assistance in developing eligibility criteria (standards) for handicapped children - PL 94-142.	4	2	4	4
38. Access to a regional/national talent bank of experts in special education service delivery.	1	4	1	3
39. Provide information on state needs to institutions of higher education.	4	3	4	4
Research Needs				
40. Development of an impact study (data) on services to handicapped children (cost effectiveness),	3	3	1	4
41. Investigate and experiment with new and untried programs materials, curricula and models, to determine appropriate education for severely profoundly handicapped children.	1	1	2	4
42. Development of directional studies (position papers, futuristic modeling).	4	1	4	4
Fiscal Needs				
43. Funds to make information about exemplary projects available to others.	2	2	2	3

TABLE 7 (continued)

COMPARISON OF NEED-EMPHASIS QUADRANTS FOR EACH ITEM
AS EXPRESSED BY EACH REFERENT GROUP

CATEGORY AND STATEMENT NUMBER	ALL STATES	SINGLE STATES	MULTI-STATES	OTHERS
44. Flexibility and funds to buy services as needed.	1	4	1	3
45. Increase the capacity of LEAs to contract with appropriate agents for technical assistance.	2	4	2	1
Service Delivery Modes				
46. Provide Inservice Training.	1	1	1	1
47. Provide Model Program	2	2	2	1
48. Provide Direct Services	4	4	2	3
49. Provide Personnel	4	4	4	4
50. Provide funds	1	2	1	3
51. Conduct Research	4	4	2	1

SINGLE STATES

Quadrant 3

Item	High Need	Low Emphasis
39	3.60	2.20
25	3.40	2.20
4	4.00	1.20
7	3.75	1.00
3	3.60	1.60
2	3.60	1.00
19	3.80	2.20
22	3.80	2.00
40	3.60	1.40

Need=3.30
Emphasis=2.36

SINGLE STATES

Quadrant 1

Item	High Need	High Emphasis
46	3.40	3.20
34	3.80	4.00
32	3.60	2.80
24	3.40	2.60
10	4.00	3.60
12	4.00	3.20
13	4.00	3.00
21	4.00	3.60
16	3.80	3.00
17	3.60	3.60
18	3.60	3.60
20	3.60	3.40
41	3.40	2.60
42	3.40	2.80

Need=3.30
Emphasis=2.36

SINGLE STATES

Quadrant 4

Item	Low Need	Low Emphasis
51	2.80	2.00
48	2.80	1.60
49	2.60	2.00
27	3.20	2.00
35	3.20	2.00
29	3.00	2.00
36	3.00	2.00
28	3.00	2.00
30	2.80	2.00
38	2.80	2.00
33	2.60	2.00
26	2.50	1.00
44	3.00	2.00
45	2.60	2.00
8	3.20	1.60
9	2.80	1.00
15	3.00	1.80
14	2.60	1.20

Need=3.30
Emphasis=2.36

SINGLE STATES

Quadrant 2

Item	Low Need	High Emphasis
47	3.20	3.00
50	3.20	2.40
31	3.20	3.40
37	3.00	2.60
43	3.00	2.60
11	3.20	2.40
1	3.20	2.80
6	3.20	3.20
5	3.20	3.40
23	3.20	2.40

Need=3.30
Emphasis=2.36

MULTI STATES

Quadrant 3

Item	High Need	Low Emphasis
32	3.31	2.00
8	3.28	2.11
13	3.14	2.37

Need=2.97
Emphasis=2.47

MULTI STATES

Quadrant 1

Item	High Need	High Emphasis
50	3.37	3.40
46	3.20	3.08
30	3.35	2.70
31	3.28	2.85
27	3.25	3.08
35	3.11	2.54
8	3.02	2.94
44	3.40	3.08
10	3.14	3.14
6	3.11	2.91
17	3.65	3.08
21	3.45	3.08
19	3.42	2.85
22	3.34	2.77
15	3.34	2.74
23	3.20	2.48
20	3.14	2.74
12	3.08	2.62
16	3.02	2.60
40	3.11	2.55

Need=2.97
Emphasis=2.47

MULTI STATES

Quadrant 4

Item	Low Need	Low Emphasis
49	2.85	2.31
29	2.94	1.79
24	2.94	2.00
28	2.93	2.34
25	2.88	1.82
36	2.57	2.25
26	2.54	2.09
39	2.45	1.51
37	2.41	1.90
11	2.91	2.20
3	2.91	2.00
2	2.88	2.00
9	2.28	1.68
7	2.94	1.68
4	2.42	1.37
18	2.91	2.25
14	2.44	1.73
42	2.29	2.05

Need=2.97
Emphasis=2.47

MULTI STATES

Quadrant 2

Item	Low Need	High Emphasis
47	2.82	2.81
48	2.77	2.55
51	2.62	2.50
34	2.91	3.22
33	2.88	2.63
45	2.88	2.51
43	2.82	2.54
5	2.80	2.82
1	2.88	2.64
41	2.94	2.54

Need=2.97
Emphasis=2.47

ALL STATES

Quadrant 3

Item	High Need	Low Emphasis
7	3.04	1.60
8	3.27	2.05
3	3.00	1.95
18	3.00	2.42
32	3.35	2.10
40	3.17	2.41

Need=3.01
Emphasis=2.45

ALL STATES

Quadrant 1

Item	High Need	High Emphasis
10	3.25	3.20
6	3.12	2.95
17	3.65	3.15
21	3.52	3.15
20	3.20	2.82
19	3.47	2.77
12	3.20	2.70
22	3.40	2.67
16	3.12	2.65
15	3.30	2.62
23	3.20	2.47
13	3.25	2.45
30	3.28	2.61
31	3.27	2.92
27	3.25	2.95
35	3.12	2.47
34	3.02	3.32
38	3.00	2.82
41	3.00	2.55
46	3.28	3.10
44	3.35	2.95
50	3.35	3.27

Need=3.01
Emphasis=2.45

ALL STATES

Quadrant 4

Item	Low Need	Low Emphasis
2	2.97	1.87
11	2.95	2.22
4	2.62	1.35
9	2.35	1.60
14	2.46	1.66
24	2.99	2.07
29	2.95	1.81
25	2.95	1.87
28	2.94	2.30
36	2.62	2.21
39	2.60	1.60
26	2.53	1.95
37	2.48	1.99
42	2.43	2.15
49	2.82	2.27
48	2.77	2.43
51	2.65	2.43

Need=3.01
Emphasis=2.45

ALL STATES

Quadrant 2

Item	Low Need	High Emphasis
1	2.92	2.66
5	2.85	2.89
33	2.84	2.55
43	2.85	2-55
45	2.85	2.45
47	2.87	2.84

Need=3.01
Emphasis=2.45

OTHERS

Quadrant 3

Item	High Need	Low Emphasis
50	3.80	2.40
48	3.20	2.20
29	3.00	3.00
38	3.00	3.00
44	3.60	2.20
43	3.00	3.00
4	3.20	2.00

Need=3.05
Emphasis=2.59

OTHERS

Quadrant 1

Item	High Need	High Emphasis
46	3.80	3.40
47	3.60	3.20
51	3.20	3.00
31	3.80	3.80
35	3.75	2.80
34	3.60	3.80
36	3.25	3.40
28	3.20	2.60
45	3.80	2.80
5	3.80	3.60
1	3.60	3.00
3	3.80	3.00
6	3.20	2.80
13	3.60	3.00
19	3.40	2.80
23	3.40	3.00
22	3.33	3.00
12	3.20	2.60
21	3.20	2.60
17	3.20	2.80

Need=3.05
Emphasis=2.59

OTHERS

Quadrant 4

Item	Low Need	Low Emphasis
49	2.60	1.80
27	2.80	2.40
30	2.60	2.40
37	2.60	2.20
39	2.40	2.20
33	2.40	2.40
25	2.40	2.20
24	2.33	1.00
26	2.20	2.40
32	2.20	2.40
9	2.80	2.40
11	2.40	1.80
2	1.80	1.60
7	1.80	0.80
16	3.00	1.00
15	2.80	1.40
18	2.80	1.80
14	2.60	2.40

Need=3.05
Emphasis=2.59

OTHERS

Quadrant 2

Item	Low Need	High Emphasis
10	3.00	3.60
20	3.00	2.60

Need=3.05
Emphasis=2.59

TABLE 8

AREAS WHERE STATE DIRECTORS AGREE
RRCs SHOULD PLACE HIGH PRIORITY EMPHASIS

Category and Statement	Emphasis Mean Scores: Single States (above 2.36)	Emphasis Mean Scores: Multi States (above 2.47)
Model Program Needs		
1) Model curriculas for the severely, profoundly and multi-handicapped.	2.80	2.64
5) Interaction with SEAs and RRCs to exchange and discuss problems, concerns, solutions.	3.40	2.82
6) Awareness of projects around the nation which are worthy of replication.	3.20	2.91
*10) Assistance in developing and implementing non-discriminatory testing and assessment practices.	3.60	3.14
Inservice Training Needs		
12) Assistance in training of placement teams and/or committees.	3.20	2.62
*16) Training of advocates, surrogates, parent groups on services available from special education.	3.00	2.60
*17) Training of teachers (regular and special) in individual appraisal and prescriptive planning for handicapped children.	3.60	3.08
*20) Training to increase the SEA and LEA capacity to assess referred children.	3.40	2.74
*21) Assistance in implementing individual educational plans as required by P.L. 94-142.	3.60	3.08
23) Training personnel to train parents to work with their handicapped children.	2.40	2.48
Service Needs		
31) Periodically bring together individuals who have the capacity to resolve problems.	3.40	2.85
34) Coordinated planning between ALRC and RRC for developmental, innovative projects.	4.00	3.22
41) Investigate and experiment with new and untried programs, materials, curricula and models, including cultural models, to determine appropriate education for		

*Indicates items were regarded as first priority need.

Category and Statement	Emphasis Mean Scores: Single States (above 2.36)	Emphasis Mean Scores: Multi States (above 2.47)
Service Needs (cont'd)		
41 (cont'd)		
severely and profoundly handicapped children.	2.60	2.54
Fiscal Needs		
43) Funds to make information about exemplary projects available to others.	2.60	2.54

*Indicates items were regarded as first priority need items according to data from single states and multi states.

TABLE 9

ITEMS ON WHICH STATE DIRECTORS AGREE
RRCs SHOULD PLACE LOW EMPHASIS

Category and Statement	Emphasis Means Scores: Single States Below 2.36	Multi States Below 2.47
Model Program Needs		
2) Coordination and communication among SEAs and USOE on trends, statistics, etc.	1.00	2.00
3) Definition of "appropriate education" as related to P.L. 94-142.	1.60	2.00
4) Knowledge of federal projects in my state which are being funded and/or continued.	1.20	1.37
7) Assistance in developing a system to determine excess cost data from LEAs.	1.00	1.68
8) Assistance in providing programs for emotionally handicapped children.	1.60	2.11
9) Knowledge of other agency programs.	1.00	1.68
Inservice Training Needs		
14) Improving SEA and LEA personnel skills in use of media and equipment.	1.20	1.73
Service Needs		
25) Evaluation of placement of pupils in various educational programs.	2.20	1.82
26) Development of direct services network across all target population agencies.	1.00	2.09
28) A bank of resources for unanticipated crisis situations of local school districts.	2.00	2.34
29) Interface with other groups having like responsibility for children with handicapping conditions.	2.00	1.79
36) Development of uniform storage and retrieval systems (directional support) which should include national, state, regional capability.	2.00	2.25
39) Provide information on state needs to institutions of higher education.	2.20	1.51

TABLE 10

CONTROVERSIAL ITEMS INDICATING
A NEED FOR RRC WORKSCOPE FLEXIBILITY

Category and Statement	SINGLE STATES High Emphasis (above 2.36)	MULTI STATES Low Emphasis (below 2.47)
Model Program Needs		
11) Information about recordkeeping and data collection methods.	2.40	2.20
Inservice Training Needs		
13) Inservice training of LEA service personnel.	*3.00	2.37
14) Training of teachers in developing and writing behavioral objectives.	3.60	2.25
Service Needs		
24) Evaluation of appraisal process in LEAs.	*2.60	2.00
32) Assistance in program evaluations, review and compliance monitoring.	*2.80	2.00
37) Assistance in developing eligibility criteria (standards) for handicapped children - P.L. 94-142.	2.60	1.90
Research Needs		
42) Development of directional studies (position papers, futuristic modeling)	*2.80	2.05

*Indicates item also ranked as "high need".

TABLE 11

CONTROVERSIAL ITEMS INDICATING
A NEED FOR RRC WORKSCOPE FLEXIBILITY

Category and Statement	SINGLE STATES Low Emphasis (below 2.36)	MULTI STATES High Emphasis (above 2.47)
Inservice Training Needs		
15) Training of persons who may have role in legal aspects of special education.	1.80	*2.74
19) Training of SEA and LEA administrators to resolve administrative problems connected with P.L. 94-142.	2.20	*2.85
22) Training Hearing Officers as required by P.L. 94-142.	2.00	*2.77
Service Needs		
27) Direct services needed beyond LEA capability. Any or all of: o referral system o comprehensive evaluation -medical -psychological -emotional -sociological -educational o financial support o direction center--including concept of "one stop service" and followup	2.00	*3.08
30) Regional child service programs for low incidence handicapped in sparsely populated regions.	2.00	*2.70
33) Formalize communication systems which are occurring naturally, such as interstate SEA directors meetings, etc.	2.00	2.63
35) Assistance in the development of a data collection system as required by P.L. 94-142.	2.00	*2.54
38) Access to a regional/national talent bank of experts in special education service delivery.	2.00	*2.94
Research Needs		
40) Development of an impact study (data) on services to handicapped children (cost effectiveness).	1.40	*2.55

*Indicates item also ranked as "high need."

Category and Statement	SINGLE STATES Low Emphasis (below 2.36)	MULTI STATES High Emphasis (above 2.47)
Fiscal Needs		
44) Flexibility and funds to buy services as needed.	2.00	*3.08
45) Increase the capacity of LEAs to contract with appropriate agents for technical assistance.	2.00	2.51
Service Delivery Modes		
48) Provide Direct Services	1.60	2.55
51) Conduct Research	2.00	2.50

*Indicates item also ranked as "high need"

TABLE 12

PREFERRED SERVICE DELIVERY MODES
TO MEET NEEDS OF STATES

ALL STATES

Delivery Mode	Extent of Need			Preferred Emphasis for RRCs		
	Rank	Mean	S.D.	Rank	Mean	S.D.
Provide Inservice Training	2	3.28	.78	2	3.10	.92
Provide Model Programs	3	2.87	.99	3	2.84	1.01
Provide Direct Services	5	2.77	1.06	4	2.43	1.29
Provide Personnel	4	2.82	1.01	6	2.27	1.24
Provide Funds	1	3.35	.96	1	3.27	1.13
Conduct Research	6	2.65	1.13	4	2.43	1.31

SINGLE STATES

Provide Inservice Training	1	3.40	.80	1	3.20	.74
Provide Model Programs	2	3.20	.74	2	3.00	.89
Provide Direct Services	4	2.80	.74	6	1.60	.48
Provide Personnel	6	2.60	.48	4	2.00	.63
Provide Funds	2	3.20	.74	3	2.40	1.01
Conduct Research	4	2.80	.74	4	2.00	.63

MULTI STATES

Provide Inservice Training	2	3.26	.77	2	3.08	.95
Provide Model Programs	4	2.82	1.01	3	2.81	1.02
Provide Direct Services	5	2.77	1.09	4	2.55	1.33
Provide Personnel	3	2.85	1.06	6	2.31	1.30
Provide Funds	1	3.37	.98	1	3.40	1.10
Conduct Research	6	2.62	1.17	5	2.50	1.37

SECTION III

OPINIONS ON STRUCTURE AND ACTIVITIES OF RRC SYSTEM

1. What percentage of RRC funds do you think should be devoted to direct services to handicapped children and youth (i.e., testing, evaluation and programming) as compared to services provided to SEAs, IEAs and LEAs?

	Direct Service to Handicapped	Service to SEAs	Service to IEAs	Service to LEAs
Single States	10.0	51.0	23.0	16.0
Multi States	26.3	51.6	4.5	17.6
Others	21.6	43.3	10.0	25.0

2. Do you think the RRC should investigate and experiment with new and untried programs, materials, curricula and models, including cultural models, to determine appropriate education for severely and profoundly handicapped children?

	Yes	No
Single States	5	0
Multi States	26	6
Others	4	1

3. Can one contractor deliver both RRC and ALRC services within a region?

	Yes	No
Single States	4	0
Multi States	31	1
Others	1	0

4. Should one contractor deliver both RRC and ALRC services within a region?

	Yes	No
Single States	5	0
Multi States	21	8
Others	4	0

If no, why not?

Reasons for negative answers:

- The focus of RRC activities as compared with ALRC goals are not compatible in terms of types of services, intensity of services and quality of services

- The states should have the right to decide this at their level
- ALRCs tend to be flexible in their approach to workscope
- The ALRC would then have to follow all the tremendous amount of property and expenditures
- Regional needs provided by an individual contractor are not necessarily flexible enough to attack unique state needs
- MELRS Consortium works, why change?

If yes, what major benefits would there be for the RRC program?

- As long as both services are kept distinct and apart
- Cost effectiveness--less duplication of services
- The ALRC workscope areas address what should be an integral part of the RRC workscope areas
- Program models, research, and inservice coordination with instructional materials and equipment available and efficacy studies
- No major benefits for the RRC. The benefits would be to the states--better programming, better utilization of personnel, cost efficiency benefits
- Unified service delivery
- Ours is like this already and it provides great coordination
- Less overlapping--better coordination of activities
- The assessment and program system should include the materials system. Easy access to the materials system would be a planning advantage.
- Greater fiscal accountability
- More direct involvement of instructional personnel
- Then the RRC/ALRC would provide a collaborative effort of services to the SEA
- Decrease duplication of effort
- Save on administrative and overhead costs
- Cut costs, reduce paperwork

5. What kinds of program accountability do you think are necessary for RRCs?

	Single States	Multi States	Others
Numbers and types of handicapped children served	2	11	2
Children's progress in educational programs	0	8	0
Numbers and types of services provided to handicapped children	2	14	4
Numbers and types of services provided to SEAs	3	20	4
Other (most often cited as important):	1	13	1

1) numbers and types of handicapped children served

2) numbers and types of services provided to handicapped children

3) numbers and types of services provided to handicapped children - SEAs

Other types of information cited as important by respondents included quality indicators, numbers and types of services provided to teachers and other personnel, appropriate fiscal information, and impact data regarding services provided.

6. Rank the factors which should determine the allocation of funds for an RRC region. Rank the most important factor 1, etc.

	Single States	Multi States	Others
Total population	4	26	5
Population density	3	21	4
State dollar support for special education	4	21	3
Other	1	20	1

1) Quality of programming and SEA need for development effectiveness of program

2) Formula for distribution should be determined on a regional basis

3) T.T. population cannot be considered a factor for T.T.

4) Geographic considerations

5) Formula include population and density plus total $ availability to a state for research, staff development and program model development and demonstration

6) Specific individual needs of care and inexplainable case need

7) Student population (2)
Handicapped students served (3)

7. Do you consider assistance from your RRC sufficiently important to warrant continued funding?

	Yes	No
Single States	4	0
Multi States	32	1
Others	5	0

If yes,

	Single States	Multi States	Others
For another year or two	0	1	0
For another 3 to 5 years	0	12	3
For another 5 to 10 years	1	3	0
Indefinitely	3	15	2

8. Does your SEA have sufficient staff capability (or would it add such a capability) to carry out the RRC mission, if funds were directly awarded to your state for RRC-type work?

	Yes	No	No Response
Single States	3	0	2
Multi States	17	12	6
Others	0	2	3

9. If RRC regions were reorganized, would you prefer to remain in your present multi state or single state region?

	Yes	No
Single States	5	0
Multi States	24	7
Others	3	2

10. Does your state have problems or concerns related to the RRC scope of activities not addressed in the foregoing?

	Yes	No
Single States	2	3
Multi States	11	21
Others	0	3

List of Concerns:

- More flexibility needed based on needs
- Too many unnecessary forms and paperwork discourage participation in the program. Counting kids served other than services tend to make SEAs and LEAs focus on numbers rather than quality of services
- I do not feel that the type of in-depth expertise in assessment programming that we need is available across the board on the staff of our RRC. The management is not what it should be (i.e., types of reports made available to us). Some of staff is highly qualified. Others are less so than most of our own teachers. This should be a consideration in hiring even should it result in fewer but more professionally mature and highly paid staff members
- The interpretations that are made regarding what activities might be carried out by the RRCs must be consistent and they must allow certain functions to be delivered even if it appears that the language of the workscope might preclude them
- I have a general concern about the paperwork and time necessary to access very "few" dollars--even though these dollars provide valuable assistance to the states
- Indirect cost and time from inception of technical assistance need to actual service delivery. Some difficulty in time lags due to RRC and university (contractor) red tape
- The question of service to BIA schools as a separate state, violates the spirit of P.L. 94-142 in that the 50 states are given responsibility for the education of all of their handicapped children within their borders. We must be permitted to use RRC/ALRC services to BIA sites on an equal basis with other public schools
- Wish to emphasize opinion that RRCs should address themselves to research, SEA staff development, requested inservice, program model development and implementation and not to direct services nor SEA program monitoring for BEH
- The process of reporting budget items to CORRC on a strategy basis should be stopped. Taken too much time from by children.
- Reporting requirements too detailed and time consuming

BACKGROUND TO REGIONAL RESOURCE CENTERS

I. Legislative Authority

The authorization for Regional Resource Centers is contained in Public Law 91-230 Education of the Handicapped Act, Part C "Centers and Services to Meet Special Needs of the Handicapped", Section 621 "Regional Resource Centers" and Section 624 "Research, Innovation, Training, and Dissemination Activities in Connection With Centers and Services for the Handicapped". (CORRC is authorized by Section 624.)

Sec. 621. (a) The Commissioner is authorized to make grants to or contracts with institutions of higher education, State Educational Agencies, or combinations of such agencies or institutions, which combinations may include one or more local educational agencies, within particular regions of the United States, to pay all or part of the cost of the establishment and operation of regional centers which will develop and apply the best methods of appraising the special educational needs of handicapped children referred to them and will provide other services to assist in meeting such needs. Centers established or operated under this section shall (1) provide testing and educational evaluation to determine the special educational needs of handicapped children referred to such centers, (2) develop educational programs to meet those needs, and (3) assist schools and other appropriate agencies, organizations, and institutions in providing such educational programs through services such as consultation (including, in appropriate cases consultation with parents or teachers of handicapped children at such regional centers), periodic reexamination and reevaluation of special educational programs and other technical services.

(b) In determining whether to approve an application for a project under this section, the Commissioner shall consider the need for such a center in the region to be served by the applicant and the capability of the applicant to develop and apply with the assistance of funds under this section, new methods, techniques, devices, or facilities relating to educational evaluation or education of handicapped children.

(20 U.S.C. 1421) Enacted April 13, 1970, P.L. 91-230, Title VI, sec. 621, 84 Stat. 181.

II. Intent

The Regional Resource Center Program has as its goal encouraging and promoting the development and application of exemplary appraisal and educational programming practices by State and Local educational agencies. Regional Resource Centers provide demonstrations of systematic, comprehensive appraisal for handicapped children which result in children receiving appropriate, quality special educational services, and provide assistance to educational agencies in adopting such appraisal practices.

A systematic comprehensive appraisal process includes (1) referral and screening, (2) individual assessment, (3) development of appropriate individualized educational program and placement, (4) implementation of the

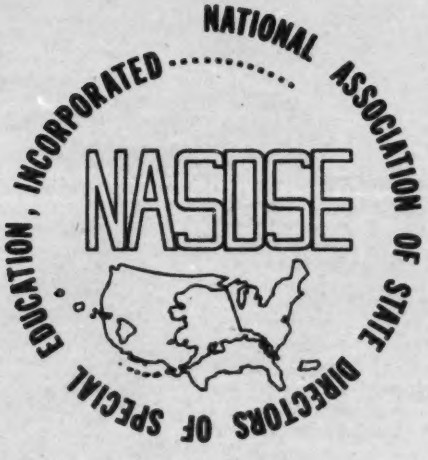
educational program based upon effective communication and coordination among essential personnel, and (5) provision and maintenance of testing and evaluation practices to determine the effectiveness of the individual educational program and also to assure the continued appropriateness of the educational program and placement.

III. Administration

Each Regional Resource Center is charged with the mission of working with State Education Agencies (and designated agents) in their region to assure effective appraisal and educational program placement for all handicapped children. Regional Resource Centers will perform this mission by providing direct services to handicapped children and their parents as a demonstration of effective practice and by offering technical and developmental assistance to professional educators and administrators, in establishing similar programs.

Thirteen RRC's and one (1) Coordinating Office for Regional Resource Centers (CORRC) are currently operational. All RRC's have identical workscope statements.

A SURVEY OF OPINIONS OF CONSUMERS OF REGIONAL RESOURCE CENTER SERVICES



conducted by

National Association of State Directors of Special Education
NEA Building, Suite 610E
1201 16th St., N.W.
Washington, D.C.

September, 1976

STATE: _____

NAME: _____

POSITION: _____

DATE: _____

SECTION I

INSTRUCTIONS

Following is a list of 38 statements which pertain to the management, organization, and structure of the RRC system. Please read each statement carefully and circle the number which corresponds with the extent which you agree with the statement. Space is provided in the right hand column for any comments you may wish to make regarding the statement or your response.

EXAMPLE

Statement	Extent of Agreement (Strongly Agree ... Strongly Disagree)	Comments
Indirect costs for RRC sub-contracts should be established on a national basis	(4) 3 2 1 0	A set indirect rate would allow more funds to go to where programs and real needs are!

STATEMENTS	EXTENT OF AGREEMENT					COMMENTS
I. MANAGEMENT AND STRUCTURE	Strongly Agree				Strongly Disagree	
1. Since conditions are different in each state, each state should have a choice of being in a single-state or multi-state region.	4	3	2	1	0	
2. There should be national coordination between CORRC, RRCs, and SEAs so that all regions could share program activities and innovative developments.	4	3	2	1	0	
3. BEH should encourage formal procedures to allow for increased communication with LEAs on RRC activities.	4	3	2	1	0	
4. BEH should continue to award RRCs on a contract basis.	4	3	2	1	0	
5. RRCs should be awarded on a grant basis.	4	3	2	1	0	
6. In multi-state regions advisory boards for RRCs composed of state directors or their designees are encouraged.	4	3	2	1	0	

STATEMENTS	EXTENT OF AGREEMENT				
	Strongly Agree				Strongly Disagree
7. Every state should have the right to operate as a single-state region.	4	3	2	1	0
8. Consideration should be given to a realignment of the existing regions to match HEW regions.	4	3	2	1	0
9. RRC bidders should base their proposals upon needs of states in the region in the area of education appraisal and programming.	4	3	2	1	0
10. All discretionary programs funded by BEH--including RRCs--should show relationships to the State Plan and Priorities.	4	3	2	1	0
11. BEH should notify SEA upon funding projects in that state.	4	3	2	1	0
12. Procedures for consumer input must be established (input conferences, position papers, etc.) for the RRC system.	4	3	2	1	0

STATEMENTS	EXTENT OF AGREEMENT				
	Strongly Agree				Strongly Disagree
13. There should be a new awards system allowing BEH to negotiate with all bidders for the best program.	4	3	2	1	0
14. All bidders must identify procedures for describing and addressing state needs in their proposals.	4	3	2	1	0
15. Present funding of RRC system must increase to at least the authorized levels.	4	3	2	1	0
16. Direct services as part of demonstration models must continue to be an integral part of the RRC program.	4	3	2	1	0
17. It is recognized that no resource center can provide direct services to all children. Therefore, centers should develop processes through which they provide or cause to be provided requested services.	4	3	2	1	0
18. BEH should study presently funded programs serving across regional and state lines with an objective to combine duplicate programs and programs with similar functions into one delivery service.	4	3	2	1	0

STATEMENTS	EXTENT OF AGREEMENT				
	Strongly Agree				Strongly Disagree
19. There should be national coordination among SOVI, SOHI, SOMD, SOOH and the states.	4	3	2	1	0
20. Federal agencies should provide national leadership and modeling to get state and local agencies to work together.	4	3	2	1	0
21. The regional centers should develop information systems of all services available in the nation to meet the needs of a particular child.	4	3	2	1	0
22. Regional Center workscopes should be flexible so that each RRC could expand and fund programs according to SEA needs.	4	3	2	1	0
23. RRCs should study present accountability procedures for determining an effective and more efficient accountability system.	4	3	2	1	0
24. RRCs should eliminate all activity which takes away staff time in carrying out program functions.	4	3	2	1	0

STATEMENTS	EXTENT OF AGREEMENT				
	Strongly Agree				Strongly Disagree
25. Uniform cost rate for RRC contracts and sub-contracts should be established on a national basis.	4	3	2	1	0
26. Each state should have the option of combining the ALRC/RRC activities under one state coordinator.	4	3	2	1	0
27. Multi-state regions should allocate funds to SEAs on the basis of differential state needs.	4	3	2	1	0
28. RRCs must always work through SEAs for services delivery and other operations.	4	3	2	1	0
29. RRCs and SEAs should work cooperatively with institutions of higher education regarding training.	4	3	2	1	0
30. RRCs should emphasize concepts which can deal with large population areas as well as the rural and remote areas.	4	3	2	1	0

STATEMENTS	EXTENT OF AGREEMENT				
	Strongly Agree				Strongly Disagree
31. States must communicate their needs to the RRC with clear statement of priorities.	4	3	2	1	0
32. Staff administration of RRCs must be understandable and consistent with budget logic. For example: • Rate scheduling - be consistent with state operation and travel/per diem costs. • Salary differences/ALRC vs. RRC/travel restrictions, etc., need to be resolved.	4	3	2	1	0
33. Periodic third party evaluation of RRCs should be conducted and reported to consumers and BEH.	4	3	2	1	0
34. RFP for RRCs should include among eligible bidders anyone who can efficiently perform the work.	4	3	2	1	0
35. Services to Deaf/Blind should be channeled through the RRCs.	4	3	2	1	0

STATEMENTS	EXTENT OF AGREEMENT				
	Strongly Agree				Strongly Disagree
36. Fiscal year must be the same for RRCs, ALRCs, SEAs.	4	3	2	1	0
37. Each RRC should access state's need for delivering required (mandatory) services.	4	3	2	1	0
38. Legislation should be redrawn combining the present ALRC and RRC systems into one program.	4	3	2	1	0

SECTION II

INSTRUCTIONS

On the following pages is a list of 51 statements reflecting various types of service needs which SEAs have or must address. The list was generated by a task force of state directors of special education and other consumers at a recent workshop in Denver.

You are asked to respond to each statement by:

1) Circling the number in the left hand column which most accurately reflects the extent which the statement reflects a need as you see it for your SEA or your state;

2) Circling the number in the middle column which indicates the amount of emphasis that you believe the Regional Resource Center which serves your state should place on meeting this type of need;

3) Make any comments you may wish in the right hand column to explain your answer.

EXAMPLE

Statement	Extent of Need of My SEA	Amount of Emphasis RRC Should Place on Meeting this Type of Need	Comments
Need additional personnel to review and monitor LEA application for Part B funds	4 3 (2) 1 0	4 3 2 1 (0)	Should be sole responsibility of SEA personnel

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need				
II. NEEDS	Great Need				No Need	Great Amount				No Amount
MODEL PROGRAM NEEDS										
1. Model curriculas for the severely, profoundly and multi-handicapped.	4	3	2	1	0	4	3	2	1	0
2. Coordination and communication among SEAs and USOE on trends, statistics, etc.	4	3	2	1	0	4	3	2	1	0
3. Definition of "appropriate education" as related to 94-142.	4	3	2	1	0	4	3	2	1	0
4. Knowledge of federal projects in my state which are being funded and/or continued.	4	3	2	1	0	4	3	2	1	0
5. Interaction with SEAs and RRCs to exchange and discuss problems, concerns, solutions.	4	3	2	1	0	4	3	2	1	0
6. Awareness of projects around the nation which are worthy of replication.	4	3	2	1	0	4	3	2	1	0

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need				
	Great Need				No Need	Great Amount				No Amount
7. Assistance in developing a system to determine excess cost data from LEAs.	4	3	2	1	0	4	3	2	1	0
8. Assistance in providing programs for emotionally handicapped children.	4	3	2	1	0	4	3	2	1	0
9. Knowledge of other agency programs	4	3	2	1	0	4	3	2	1	0
10. Assistance in developing and implementing non-discriminatory testing and assessment practices.	4	3	2	1	0	4	3	2	1	0
11. Information about record keeping and data collection methods.	4	3	2	1	0	4	3	2	1	0
INSERVICE TRAINING NEEDS										
12. Assistance in training of placement teams and/or committees.	4	3	2	1	0	4	3	2	1	0

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need				
	Great Need				No Need	Great Amount				No Amount
13. Inservice training of LEA service personnel.	4	3	2	1	0	4	3	2	1	0
14. Improving SEA and LEA personnel skills in use of media and equipment.	4	3	2	1	0	4	3	2	1	0
15. Training of persons who may have role in legal aspects of special education.	4	3	2	1	0	4	3	2	1	0
16. Training of advocates, surrogates, parent groups on services available from Special Education.	4	3	2	1	0	4	3	2	1	0
17. Training of teachers (regular and special) in individual appraisal and prescriptive planning for handicapped children.	4	3	2	1	0	4	3	2	1	0
18. Training of teachers in developing and writing behavioral objectives.	4	3	2	1	0	4	3	2	1	0

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need				
	Great Need				No Need	Great Amount				No Amount
19. Training of SEA and LEA administrators to resolve administrative problems connected with 94-142.	4	3	2	1	0	4	3	2	1	0
20. Training to increase the SEA and LEA capacity to assess referred children.	4	3	2	1	0	4	3	2	1	0
21. Assistance in implementing individual educational plans as required by P.L. 94-142.	4	3	2	1	0	4	3	2	1	0
22. Training Hearing Officers as required by P.L. 94-142.	4	3	2	1	0	4	3	2	1	0
23. Training personnel to train parents to work with their handicapped children.	4	3	2	1	0	4	3	2	1	0
SERVICE NEEDS										
24. Evaluation of appraisal process in LEAs.	4	3	2	1	0	4	3	2	1	0

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need				
	Great Need				No Need	Great Amount				No Amount
25. Evaluation of placement of pupils in various educational programs.	4	3	2	1	0	4	3	2	1	0
26. Development of direct services network across all target population agencies.	4	3	2	1	0	4	3	2	1	0
27. Direct services needed beyond LEA capability. Any or all of: • referral system • comprehensive evaluation -medical -psychological -emotional -sociological -educational • financial support • direction center - including concept of "one-stop service" and followup	4	3	2	1	0	4	3	2	1	0
28. A bank of resources for unanticipated crisis situations of local school districts.	4	3	2	1	0	4	3	2	1	0

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need				
	Great Need				No Need	Great Amount				No Amount
29. Interface with other groups having like responsibility for children with handicapping conditions.	4	3	2	1	0	4	3	2	1	0
30. Regional child service programs for low incidence handicapped in sparsely populated regions.	4	3	2	1	0	4	3	2	1	0
31. Periodically bring together individuals who have the capacity to resolve problems.	4	3	2	1	0	4	3	2	1	0
32. Assistance in program evaluations, review and compliance monitoring.	4	3	2	1	0	4	3	2	1	0
33. Formalize communication systems which are occurring naturally, such as interstate SEA directors meetings, etc.	4	3	2	1	0	4	3	2	1	0
34. Coordinated planning between ALRC and RRC for developmental, innovative projects.	4	3	2	1	0	4	3	2	1	0

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need				
	Great Need				No Need	Great Amount				No Amount
35. Assistance in the development of a data collection system as required by 94-142.	4	3	2	1	0	4	3	2	1	0
36. Development of uniform storage and retrieval systems (directional service support) which should include national, state, regional capability.	4	3	2	1	0	4	3	2	1	0
37. Assistance in developing eligibility criteria (standards) for handicapped children - P.L. 94-142.	4	3	2	1	0	4	3	2	1	0
38. Access to a regional/national talent bank of experts in special education service delivery.	4	3	2	1	0	4	3	2	1	0
39. Provide information on state needs to institutions of higher education.	4	3	2	1	0	4	3	2	1	0

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need				
	Great Need				No Need	Great Amount				No Amount
RESEARCH NEEDS										
40. Development of an impact study (data) on services to handicapped children (cost effectiveness).	4	3	2	1	0	4	3	2	1	0
41. Investigate and experiment with new and untried programs materials, curricula and models, including cultural models, to determine appropriate education for severely profoundly handicapped children.	4	3	2	1	0	4	3	2	1	0
42. Development of directional studies (position papers. futuristic modeling).	4	3	2	1	0	4	3	2	1	0
FISCAL NEEDS										
43. Funds to make information about exemplary projects available to others.	4	3	2	1	0	4	3	2	1	0
44. Flexibility and funds to buy services as needed.	4	3	2	1	0	4	3	2	1	0

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need				
	Great Need				No Need	Great Amount				No Amount
45. Increase the capacity of LEAs to contract with appropriate agents for technical assistance.	4	3	2	1	0	4	3	2	1	0
SERVICE DELIVERY MODES From the following list of alternative service delivery methodologies which RRCs might provide the states, please rate the extent of need you have for each delivery mode (first column) and your idea of the extent of emphasis the RRC should place on each service delivery mode (second column).										
46. Provide Inservice Training	4	3	2	1	0	4	3	2	1	0
47. Provide Model Programs	4	3	2	1	0	4	3	2	1	0
48. Provide Direct Services	4	3	2	1	0	4	3	2	1	0

Statement	Extent of Need of My SEA					Amount of Emphasis RRC Should Place on Meeting this Type of Need				
	Great Need				No Need	Great Amount				No Amount
49. Provide Personnel	4	3	2	1	0	4	3	2	1	0
50. Provide funds	4	3	2	1	0	4	3	2	1	0
51. Conduct Research	4	3	2	1	0	4	3	2	1	0

SECTION III

PLEASE PROVIDE ANSWERS AND COMMENTS IN THE SPACE PROVIDED. USE THE BACK IF NECESSARY

1. What percentage of RRC funds do you think should be devoted to direct services to handicapped children and youth (i.e., testing, evaluation and programming) as compared to services provided to SEAs, IEAs, and LEAs?

Direct service to handicapped		Service to SEAs		Service to IEAs		Service to LEAs	
_____	% +	_____	% +	_____	% +	_____	% = 100%

2. Do you think the RRC should investigate and experiment with new and untried programs, materials, curricula and models, including cultural models, to determine appropriate education for severely, profoundly handicapped children?

_____ Yes _____ No

COMMENTS:

3. Do you think one contractor could deliver both RRC and ALRC services within a region?

_____ Yes _____ No

OR

Do you think one contractor should deliver both RRC and ALRC services within a region?

_____ Yes _____ No

If No, Why not?

If Yes, What major benefits would there be for the RRC program?

4. What kinds of program accountability do you think are necessary for RRCs? (Please Check)

_____ Numbers and types of handicapped children served?

_____ Children's progress in educational programs?

_____ Numbers and types of services provided to handicapped children?

_____ Numbers and types of services provided to handicapped children SEAs?

_____ Other (specify) _____

_____

5. Rank the factors which you feel should determine the allocation of funds for an RRC region. Rank the most important factor 1, the second most important factor 2, etc.

a. _____ total population

b. _____ population density

c. _____ state dollar support for special education

d. _____ other _____

_____

6. Do you consider assistance from your RRC sufficiently important to warrant continued funding?

_____ Yes _____ No

If Yes:

a. _____ for another year or two

b. _____ for another three to five years

c. _____ for another five to ten years

d. _____ indefinitely

7. Does your SEA have sufficient staff capability (or would it add such a capability) to carry out the RRC mission if funds were directly awarded to your state for RRC-type work?

_____ Yes _____ No

8. If RRC regions were reorganized, would you prefer to remain in your present multi-state or single-state region?

_____ Yes _____ No

If No, Specify your preference:

9. Does your state have problems or concerns related to the RRC scope of activities not addressed in the foregoing?

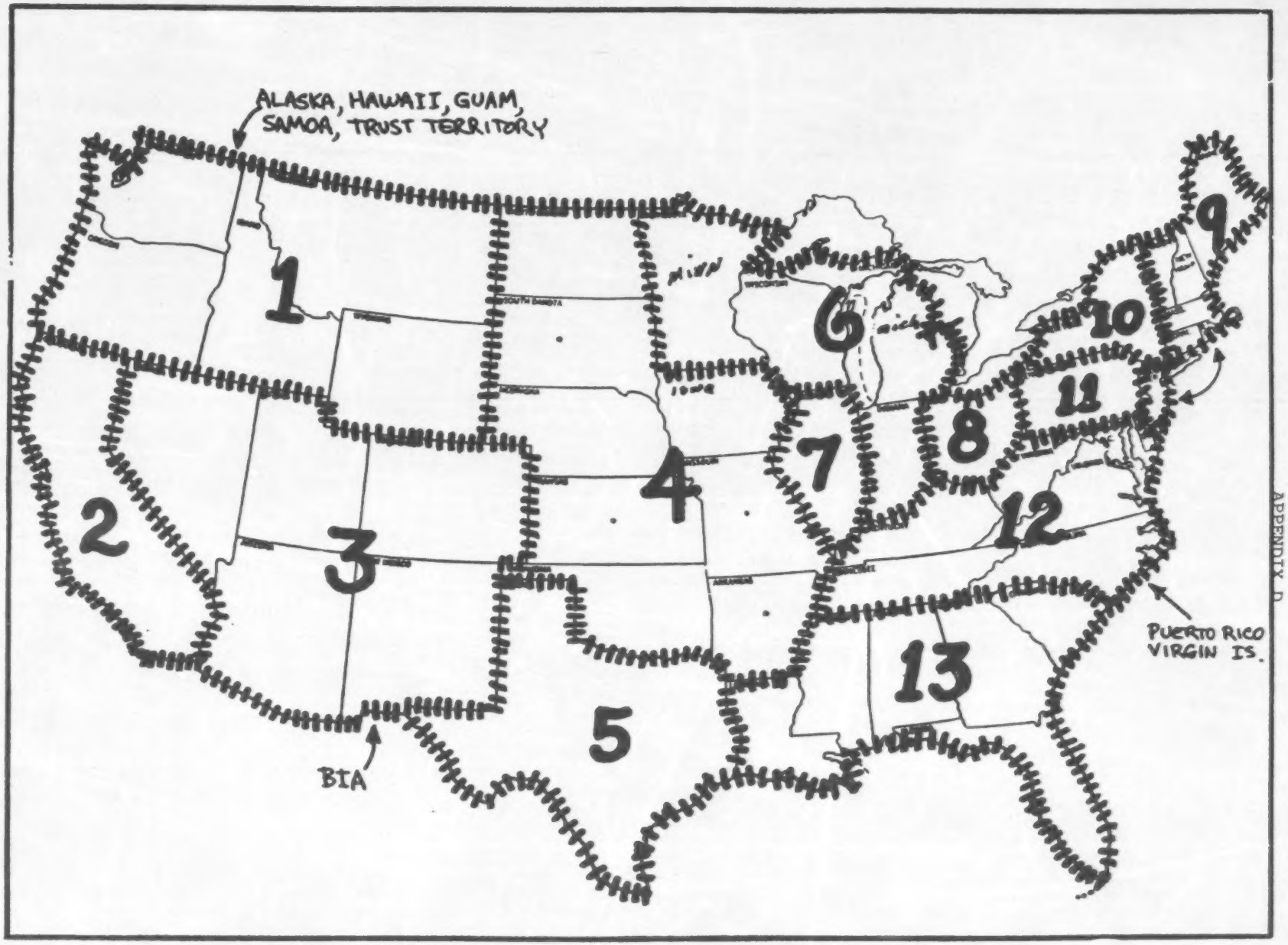
_____ Yes _____ No

If Yes, please specify and discuss:

APPENDIX C

STATES RESPONDING TO SURVEY FORM

Alabama
Alaska
Arizona
Arkansas
California
Connecticut
Delaware
Floria
Georgia
Guam
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Maine
Maryland
Massachusetts
Minnesota
Mississippi
Missouri
Nevada
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Rhode Island
South Carolina
South Dakota
Texas
Vermont
Virginia
Wisconsin
BIA
District of Columbia



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APPENDIX D

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HEW-111

PARTICIPANTS
Consumer Input Conference

Mr. Murray O. Batten, Director
Special Education Services
State Dept. of Education
P.O. Box 420
Lansing, Michigan 48902
(517) 373-1695

Mr. Gilbert A. Bliton, Director
Division of Special Education
Dept. of Public Instruction
120 W. Market St., 10th Floor
Indianapolis, Indiana 46204
(317) 633-4763

Dr. Cecil Bobo
State Director of Special Education
Montgomery, Alabama

Mr. Tom Brown, Director
Exceptional Children and Youth Section
Div. of Instructional Services
State Dept. of Education
Pouch F
Juneau, Alaska 99801
(907) 465-2858

Ms. Gloria Calovini, Director
Area Learning Resource Center
Dept. of Exceptional Children
100 North First Street
Springfield, Illinois 62777
(217) 782-6601

Dr. Tom Ciha, President-Elect
National Association of School Psychologists
Rockford, Illinois

Dr. David Crawford, Director
Pupil Services Unit
State Department of Education
State Office Building
Denver, Colorado 80203
(303) 892-2727

Dr. William Crawford
Division of Special Education
State Dept. of Education
933 High Street
Worthington, Ohio 43805
(614) 466-2650

Mrs. Lillian Davis
Assistant Director
Christ Child Institute
Edson Lane
Rockville, Maryland 20852
(301) 652-3922

Mrs. Stephanie Dirst, Teacher
Georgia Center for the Multiple Handicapped
2040 Ridgewood Drive
Atlanta, Georgia 30333
(404) 378-5421

Mr. Theodore R. Drain, Director
Division for Exceptional Children
State Dept. of Public Instruction
Raleigh, North Carolina 27611
(919) 829-3921

Ms. Elaine E. Gilvear
Coordinator Federal Funds
Division of Special Education
P.O. Box 911
Harrisburg, Pennsylvania 17126
(717) 787-7459

Mrs. Marilyn Gorospe
Teacher, Pueblo School
1524 57th St. N.W.
Albuquerque, New Mexico 87105
(505) 836-5926

Mr. Bill Gonzales
Director of Special Education
School District #271
311 N. 10th St.
Coeur d'Alene, Idaho 83814
(208) 667-7460

Dr. Barry L. Griffing
Assistant Manager
Special Education Unit
State Dept. of Education
Sacramento, California 95814
(916) 445-4036

Dr. Robert E. Hall, Chief
Division of Continuing Education
Bureau of Indian Affairs
P.O. Box 1788
123 4th St., S.W.
Albuquerque, New Mexico 87103
(505) 766-3351

Dr. Joseph Iraci, Director
Area Learning Resource Center
Office for Education of Children
with Handicapping Conditions
State Education Department
Albany, New York 12234
(518) 474-5548

Mr. Floyd M. Jackson, Director
Special Services Section
Old Capitol Building
Olympia, Washington 98504
(206) 753-2563

Dr. George R. Levin, Director
Section for Exceptional Children
Office of Finance Management
State Capitol
Pierre, South Dakota 57501
(605) 224-3426

Mr. Robert Margolin, Chief
Bureau of Pupil Personnel and
Special Education Services
State Department of Education
Hartford, Connecticut 06115
(203) 566-4383

Ms. Joanne McElderry
Denver Public School
1261 Glenarm
Denver, Colorado 80204
(303) 837-1000

Mr. James T. Micklem, Director
Division of Special Education
State Department of Education
Richmond, Virginia 23216
(804) 786-2673

Mr. Herbert D. Nash, Director
Special Education Program
Div. of Early Childhood and
Special Education
State Department of Education
Atlanta, Georgia 30334
(404) 656-2425

Dr. Elwood Pace, Coordinator
Pupil Services
Utah State Board of Education
1050 University Club Building
136 East South Temple
Salt Lake City, Utah 84111
(801) 328-5982

Dr. Art Phillips
Region IX
Education Service Center
Wichita Falls, Texas

Dr. George Truka
Director of Special Education
Education Service Center
3027 S. New Haven
Tulsa, Oklahoma 74147
(918) 743-3381

Dr. Robert Ware
Director of Research
Dept. of Mental Health and
Mental Retardation
P.O. Box 1797
Richmond, Virginia 23214
(804) 786-5897

Dr. Robert G. Weiland
Director of Special Education
Jefferson County Public Schools
809 Quail
Lakewood, Colorado 80215
(303) 234-7000

Mr. Don Weston, Director
Division of Special Education
Texas Education Agency
201 East 11th St.
Austin, Texas 78701
(512) 475-3507

Dr. Enid Wolf
Coordinator, Federal Programs
District of Columbia Public Schools
Reno Building
4820 Howard Rd., N.W.
Washington, D.C. 20016
(202) 282-0151

Dr. Norm Howe - BEH
Dr. Dick Galloway - NASDSE
Dr. Bill Schipper - NASDSE
Dr. Bill Wilson - NASDSE
Mr. Terry Berkeley - NASDSE
Ms. Kay Ellis - National Consortium on Physical Education & Recreation for the Handicapped